

## SUPPLEMENTAL RESOURCES

### Nurturing Young Writers: Supporting the Development of Dispositions, Process, and Craft



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# Our Work Together

Day 1: All about Instruction

Making space for writing

To workshop, or not to workshop?

Adapting the NYS Curriculum Modules

Situating craft inside of process

What about dispositions?

Writing is MAKING:

Why tinkering with text is important

Day 2: All about Curriculum and Assessment

What will writers produce? Aligning outcomes

Designing high quality assessments and rubrics

Exploring powerful assessment practices

Reflection, Self-Assessment, and Goal Setting

As you process our agenda, what questions or needs come to mind?

## I Stand on the Shoulders of Giants! Here Are Some Resources to Support You

Peer Review Tools

<http://tinyurl.com/mur7njm>

Publishing Opportunities

<http://tinyurl.com/c7ucc33>

Pinterest Boards

<https://www.pinterest.com/astockman/>

My Downloads/Printables

<http://issuu.com/angelastockman5>

Anchor Charts

<http://tinyurl.com/qcww6oz>

Teaching that Makes Sense

<http://ttms.org>

Writing Fix

<http://writingfix.com>

6+1 Traits of Writing

<http://tinyurl.com/nmw52zg>

Two Writing Teachers

<http://twowritingteachers.wordpress.com>

Sylvia Tolisano

<http://langwitches.org/blog>

The National Writing Project

<http://nwp.org>

## Crafting a Writer-Centered Workshop Culture One Small but Powerful Shift at a Time

What will you do differently? Why?

I Lead a Teacher-Centered Workshop	Our Workshop is Becoming Writer-Centered	Our Workshop is Writer-Centered
Teacher designs the workshop space and fills it with materials and resources.	The teacher seeks input from writers while designing the space and selecting materials.	The space is moveable, and teachers secure just-right materials and resources as they are needed.
Teacher designs or adopts curricula.	The teacher makes some curricular choices based on the interests of writers.	Writers contribute to curriculum design and participate in work sessions.
Teacher chooses the types of writing that will be produced and when.	The teacher allows writers some choice over the type and timing of writing produced.	Writers choose the type of writing that will be produced and when.
Teacher chooses the topics that writers pursue.	The teacher provides a variety of topics or prompts that writers may choose from.	Writers choose their own topics.
Teacher leads all lessons and models using mentor texts and their own work.	The teacher uses some examples of student writing during lessons.	Writers lead lessons as often as teachers, using their own work and mentor texts.
Teacher initiates and leads all conferences.	The teacher invites students to initiate and lead conferences.	The teacher expects students to initiate and lead conferences and teaches them how.
Teacher's expertise is valued most and sought after first.	The teacher begins to name and showcase the expertise of other writers.	Writers make their expertise transparent, which enables them to turn to one another strategically for just-right support.
Quality is defined by teacher generated rubrics and exemplars.	Quality is defined by the analysis of models and research.	Quality is defined by models, vision, and unexpected ideas that emerge from the process itself.
Assessments are things that teachers give in order to evaluate progress, intervene, and produce grades	Assessment is a practice that teachers engage in in order to study progress and intervene.	Assessment is a practice that teachers and writers engage in in order to study progress and ensure continued growth.
Writers publish pieces assigned by teacher for audiences defined by teacher using an outlet selected by the teacher	Writers choose what they will publish from a portfolio of completed pieces. They choose their audience and outlet from a set of options defined by the teacher.	Writers define their audience early in the process. They seek outlets for publication that enable their connection with this audience.

# Gathering Ideas in Your Notebook

As you gather ideas in your notebook, consider using some of these strategies:

- Begin keeping lists: story ideas, letters you might write, community issues you could propose solutions for, blog posts, forms of poetry you would like to try, funny moments, special places you could shape into settings, dreams you would like to chase, books you'd like to read, stories you will tell your children one day...
- Make a collage of photos, magazine pictures, or sketches of your own. Choose pictures that inspire your writing ideas. Glue them onto the pages or attach an envelope or baggie to the back cover of your notebook and slide them inside.
- Create maps of special places, imaginary spaces, or places you'd like to visit one day. Make a map that reflects the inner workings of your mind. Use what you discover to fuel your writing.
- Create a timeline: your own, one that belongs to someone you know, or one that reflects the experiences of a character in one of your stories. Where do you notice turning points? What was learned? How could these lessons become messages for readers?
- Keep a collection of favorite quotes, song lyrics, or words you've fallen in love with. Mix and remix them. Make them your own. Sprinkle them into your drafts.
- What do are you tinkering with? What would you like to invent? Sketch your prototypes, doodle your design approach, hypothesize, and reflect.
- Keep a calendar: record one word that best describes each day, one line of gratitude, one important observation, your brightest moment, an act of kindness that you did for someone else, one thing you did to work toward a goal, or even a doodle of the day.

Use images that might inspire your writing ideas.

Use lines from your favorite poems or songs.

## Making Your Notebook Cover Meaningful

Find some of your favorite quotes.

Sketch or doodle some of your own ideas.



Use pictures of people, places, and things that you love.

Collect interesting words you'd like to try.

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Dear Parents,







At times, your child may ask you to provide feedback on his or her writing this year. I know from experience that providing great feedback can be very challenging, and for this reason, I'm sharing the attached tools with you. I hope you'll use them to make these important conversations as painless and worthwhile as possible.

Here are a few other tips that you might find helpful:






- Before providing feedback, review these tools with your child so that he or she is able to ask for specific feedback. Should you review the piece for ideas? Word choice? Voice? Knowing your child's specific needs will help you provide much better feedback.
- Rather than complimenting your child, share warm feedback first. Think about what he or she wanted feedback on, and use the tools provided to speak to the piece's strengths.
- Rather than criticizing or directing your child to edit or revise, share cool feedback. Use the tools provided to frame questions that inspire your child to change his or her thinking and work.
- As your child begins to revise, don't expect perfection. Changes should be made in response to the feedback you provided, but all writers will still need help with other skills. Celebrate progress, and let your child know that perfection is not the goal. Happy writing!

## Feedback Frames for Beginning Writers






### Warm Feedback for Ideas

-  This is what I found most interesting....
-  Your have a strong message. It seems to be....
-  This description is wonderful because....
-  What you are saying is important because....
-  You stick to this main idea....
-  This is really different, but it works for you.....




### Cool Feedback for Ideas

-  Can you tell me more about this...
-  I'm wondering what the most important thing is that you want to say. How can you make the whole piece about that?
-  I'd love to know more about how this looks (sounds, smells, tastes, feels)....
-  Which of these ideas is your main idea?
-  I'm a little confused here...





### Warm Feedback for Organization

-  This is what I like most about the beginning...
-  Your ending is strong because...
-  This is the clearest part of your piece....
-  You string each part together in an order that makes sense.....
-  You didn't tell things in order, but I can tell you did this on purpose because...





### Cool Feedback for Organization

-  What do you think your reader would be most interested in knowing about? How could you add that to your beginning?
-  What is the most important thing that you'd like your reader to remember? How could you end this in a way that will help them do that?
-  I'm wondering how changing the order here might help your readers follow your thinking better.....





### Warm Feedback for Word Choice

-  You've used the PERFECT word here....
-  This word is really interesting...
-  You find different words to describe similar things. For example...
-  You stick to words you know well, such as....





### Cool Feedback for Word Choice

-  I'm wondering if there is a more interesting word for this....
-  You use this word a few times. Are there other words that you could use instead?
-  Is this the best word for what you are trying to describe?
-  I'm wondering if you have to use this fancy word. It doesn't sound as much like you as the rest of this piece does...

### Warm Feedback for Sentence Fluency





-  All of these sentences are complete....
-  I like how some of these sentences are shorter while others are longer.....
-  When you vary the length of your sentences, it's easier on my eyes....
-  This sounds really wonderful when I read it out loud...

### Warm Feedback for Voice





-  You use very strong words here, and this shows me how you feel about your topic.....
-  These words show me how your character is really feeling...
-  Because this is a story, it's important for you to write like characters speak. You do this well here....
-  This type of writing requires you to speak with authority about your topic. You do that well here....

### Warm Feedback for \_\_\_\_\_

### Cool Feedback for Sentence Fluency

-  I'm wondering if these sentences need a second look. They might be incomplete.
-  How could you revise your sentences so that some are shorter and others are longer?
-  This block of sentences is really long, and that makes it harder to read. How could you break them up a little?
-  I will read this out loud so that you can hear how your sentences sound. This can help you decide where you might want to revise some of them.







### Cool Feedback for Voice

-  I'm wondering how you really feel about his topic. How could you choose words that show me this?
-  I'm wondering how your character is feeling here. Which words might show me this?
-  Think about how old your character is. What words would someone this age use? How long would his or her sentences be?
-  For this type of writing, you want to sound like a professional. I'm wondering which words would make you sound like one here....






### Cool Feedback for \_\_\_\_\_

## Feedback Frames for Experienced Writers





### Warm Feedback for Ideas

-  Your ideas are complex because...
-  This pushes my thinking in the following way....
-  You take a real risk here....
-  This is a vivid (striking, beautiful) description....
-  Your message will matter most to these people...
-  This is really different, but it works for you.....





### Warm Feedback for Organization

-  You structure this in unexpected ways...
-  This is balanced. You don't focus too heavily on one part over another.
-  You write tight. Not one word is wasted.
-  Each part (or scene) opens and closes nicely, and you string them together well.
-  I found your ending really satisfying because...





### Warm Feedback for Word Choice

-  You practice precision in your word choice.
-  You measure your use of adjectives and adverbs well here....
-  You use this particular word in an unusual or untraditional way, but it works because...
-  This is a phrase that I'll remember long after I've finished reading this piece.....





### Cool Feedback for Ideas

-  How could considering the perspectives of those who aren't represented in your piece add complexity to your ideas?
-  You do a good job of validating what has already been said on this topic, but I'm wondering what unique perspective you could add to the conversation?
-  It seems as if you're playing it safe. Don't be afraid to speak the truth here, even if it makes others feel uncomfortable.
-  How can you make this message matter to others?






### Cool Feedback for Organization

-  If you changed the order of your piece, what would the effect be?
-  You devote a lot of attention to x, but I'm wondering more about y. What more could be said about this?
-  This is dripping with descriptive detail. What would happen if you cut a few of these words? How does this change the pace and the weight of the piece?
-  I'm wondering what would happen if you broke this into multiple scenes (topics, paragraphs)?






### Cool Feedback for Word Choice

-  Is there a more precise word that could be used here?
-  Strong verbs would help me see how the character is behaving.
-  I'm wondering which adjectives or adverbs could help a reader see what you're trying to convey?
-  Have you considered who your audience might be? I'm wondering if you will need to choose different words in order to engage them better.

### Warm Feedback for Sentence Fluency





-  You've been careful to begin your sentences in very different ways.
-  It's clear that you're playing with sentence structure for effect here....
-  You craft your sentences in ways that help us read expressively....
-  I can tell that you've crafted these sentences to create a specific sound or rhythm.....
-  You punctuate your sentences for effect here....

### Warm Feedback for Voice





-  You use very strong words here, and this shows me how you feel about your topic.....
-  These words show me how your character is really feeling...
-  Your tone is appropriate here....
-  This feels honest...raw...
-  This type of writing requires you to speak with authority about your topic. You do that well here....

### Warm Feedback for \_\_\_\_\_

### Cool Feedback for Sentence Fluency

-  How could you begin each sentence using a different word?
-  Have you ever tried using a one sentence paragraph? That might work here....
-  How does changing up the length of your sentences influence how the text sounds when read aloud?
-  I'm wondering how you might punctuate this differently, in order to make a stronger point.

### Cool Feedback for Voice

-  What's preventing you from being painfully honest here?
-  I'm struggling to distinguish this character A's voice from character B. How could tinkering with word choice or sentence fluency help to establish voice?
-  Which facts, details, or terms might help you establish an authoritative voice?
-  Is this how people really talk? Try to remove some of the polish here, and see how that effects voice.

### Cool Feedback for \_\_\_\_\_

## Four Ways to Write Inside One Small Moment of Time

Not every story includes all of these techniques,  
but weaving them together helps a writer bring a very small moment to life.

Actions	Thoughts and Feelings
<p>What small movements did the character's bodies make?</p> <p>As soon as the words left my mouth, I knew I had hurt her feelings. She flinched, taking a small step back and turning her eyes toward the floor before she turned and walked away.</p>	<p>How were people feeling? What were they thinking?</p> <p>I was ashamed of myself. I should have planned my words more carefully, and I would have, had I not let my anger get the best of me.</p>
Descriptions	Dialogue
<p>How do people, places, and things look, sound, smell, taste, or feel?</p> <p>It was a long, cold, and lonely walk home. The trees were barren now, waiting for the first snow fall of the season. Somehow, knowing that I hurt my best friend made the day seem</p>	<p>What important things do people say to one another?</p> <p>"How was your day?" my mom asked when I got home.</p> <p>"You would not have been proud of me</p>



# Tinkering with Your Writing

Use these four sets of prompts to tinker  
with the four techniques we've studied together!

Actions	Thoughts and Feelings
<p>Think about how the people in your story feel, and then think about where these feelings might show up in small body actions.</p> <p>For instance, if someone is excited:</p> <ul style="list-style-type: none"><li>• What would his eyes be doing?</li><li>• How would her arms be moving?</li><li>• What would his feet be doing?</li><li>• How would his hands be moving?</li></ul>	<p>Look back into your small moment story, and think about where you might use some of these sentence starters:</p> <p>I wondered.....</p> <p>I wished.....</p> <p>I worried that.....</p> <p>I hoped.....</p> <p>I thought about.....</p> <p>I remembered.....</p>
Descriptions	Dialogue
<p>Think about how you might use your five senses to describe:</p> <p>People</p> <p>Places</p> <p>Weather</p> <p>Animals</p> <p>Objects</p> <p>Nature</p>	<p>Think about what people said during these particular moments:</p> <p>The very beginning of your story</p> <p>Moments when people felt things deeply</p> <p>Moments when problems were discovered</p> <p>Moments when problems were solved</p> <p>The very end of your story</p>
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Adapted from the work of Lucy Calkins and the Teachers College Reading and Writing Project

## Peer Review

Peer review is an opportunity to share our work with others and invite them to provide feedback by posing questions that will push our thinking and help us make improvements. This process was adapted from the work of Communities for Learning: Leading Lasting Change®. As you move through the protocol on the left, use the feedback frames on the right to inform what you will say, as needed.

### The Protocol

Before you begin, divide the total amount of time provided for review by the number of writers seeking feedback. This will help you determine how many minutes to devote to reviewing each writer's work.

1. The writer shares a selected piece or writing dilemma.
2. The writer asks for specific feedback or a specific kind of support from the group.
3. Reviewers read the work or listen to it as it is shared aloud.
4. Reviewers take up to five minutes to plan both warm and cool feedback.

Warm feedback is not a compliment. Consider the type of feedback requested and use evidence from the work to demonstrate where the writer is meeting goals or demonstrating a readiness to.

Cool feedback is not criticism. Consider the type of feedback requested and pose questions that may generate new ideas and solutions.

5. Reviewers share warm feedback first. They share only ONE thought at a time, ensuring that all reviewers have an opportunity to contribute. When their feedback is exhausted, they may "pass." Once warm feedback rounds are complete, reviewers provide cool feedback in a similar fashion.

6. When peer review is complete, all copies are returned to the writer.

### Feedback Frames

This is by no means an exhaustive list of frames. Please adapt and expand upon them as needed.

#### Reviewing with an eye on idea development:

##### Warm frames:

- You focus on one specific moment.
- These are the details that are most interesting...because...
- Your perspective in this section is unique...because...
- I didn't expect this to happen. You are making me think/wonder....

##### Cool frames:

- How could focusing on one small moment change the piece?
- I'm wondering why this is important....
- How could you make this clearer?

#### Reviewing with an eye on organization:

##### Warm frames:

- Your lead is strong because....
- The structure is effective because...
- You pace this well.

##### Cool frames:

- How could you grab your reader's attention in the beginning?
- What could you do to slow this part down?
- How does this part fit with this other part?

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Adapted from the work of Communities for Learning: Leading Lasting Change®

Which element of writer's craft does the writer intend reviewers to focus on?

\_\_\_ Idea Development    \_\_\_ Sentence Fluency

\_\_\_ Organization        \_\_\_ Voice

\_\_\_ Word Choice        \_\_\_ Other: \_\_\_\_\_

**Directions:**

- Study the rubric to ensure that you know what this means.
- Read the writer's work.
- Use the language of the rubric and the prompts below to frame your feedback.

**Warm Feedback:**

No compliments! Use the rubric and evidence from the writer's work to guide your feedback.

"This is the element of writer's craft you asked me to focus on, and here is where you have developed that element best."

**Cool Feedback:**

No criticism! Complete one or more of the frames below, using evidence from the work.

I wonder....

Have you considered.....

Tell me more about....

Name: \_\_\_\_\_

Read or listen to a partner's piece.  
Draw a picture of what the words make you imagine.



What do you want to know even more about?

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## Reflecting Through the Writing Process with Primary and Intermediate Level Writers

### Questions to Ask at the Start of a Project:

- What makes an idea a good one?
- How does planning help you?
- What do you love about writing?
- What's hard about writing?
- How do you know when you are stuck as a writer?
- What were you most proud of today?

### Questions to Ask in the Middle of a Project:

- What was easy today?
- When did you have the most fun today?
- What was the most important thing you learned today?
- How do you know when you need a conference?
- Which mini-lessons have helped you most? How?
- If I could help you do one thing better as a writer, what would that be?

### Reflecting at the End of a Project Cycle:

- What do good writers do?
- How are you a good writer?
- How did you get better as a writer? Use the words I used to...but now I....
- What do you want to learn to do next?
- Look back through all of your notebook entries.
  - Put sticky notes on the pages that remind you of where you felt proud. Tell me about that.
  - Put sticky notes on the pages that remind you of where things were hard. Tell me about that.
  - Put sticky notes on the pages where you are keeping new ideas. Where are they coming from?
  - Put sticky notes on the pages that remind you of where you used a mini-lesson to grow as a writer.